

Raymond School District Paraeducator Formative/Summative Evaluation Form

Name of Paraeducator: _____ School: _____ Position: _____

Name of Evaluator: _____ Evaluator's Position: _____ Date of Evaluation: _____

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content

Element	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Paraeducator makes content errors or does not correct content errors students make.	Paraeducator displays basic content knowledge.	Paraeducator displays solid content knowledge and makes connections between the content and other parts of the discipline.	Paraeducator displays extensive content knowledge with evidence of continuing pursuit of such knowledge.
Comments/Recommendations:				

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Element	Unsatisfactory	Basic	Proficient	Distinguished
Paraeducator Interaction with Students	The Paraeducator is disrespectful toward students	Interactions between paraeducator and students occasional disrespect or insensitivity.	Talk between paraeducator and students and among students is uniformly respectful.	The paraeducator demonstrates knowledge and caring about individual students
Paraeducator Interaction with Teachers	Paraeducator and teacher interactions are negative.	Paraeducator and teacher demonstrate a cordial relationship	Paraeducator and teacher interactions are respectful	Paraeducator and teacher demonstrate genuine respect for each other.
Comments/Recommendations:				

Component 2b: Establishing a Culture for Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
Importance of the Content	Paraeducator or students convey a negative attitude toward the content.	Paraeducator communicates importance of the work but with little conviction	Paraeducator conveys genuine enthusiasm for the subject.	Paraeducator demonstrates through active participation, that they value the content's importance.
Comments/Recommendations:				

Component 2c: Managing Classroom Procedures

Element	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working directly with the paraeducator are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior	Tasks for group work are organized, and the group is managed so most students are engaged at all times.	Group members working independently are productively engaged at all times.
Comments/Recommendations:				

Component 2d: Managing Student Behavior

Element	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for some situations, and some students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear and students share and value them.
Monitoring of Student Behavior	Student behavior is not monitored, and the paraeducator is unaware of what students are doing.	Paraeducator is generally aware of student behavior but may miss the activities of some students.	Paraeducator is alert to student behavior at all times.	Monitoring by paraeducator is subtle and preventive, and acknowledges students' individual needs.
Response to Student Misbehavior	Paraeducator does not respond to misbehavior.	Paraeducator responds to student misbehavior but with uneven results.	Paraeducator response to misbehavior is appropriate and successful	Paraeducator response to misbehavior is highly effective and sensitive to students' individual needs.

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Comments/Recommendations:	
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Domain 3: Instruction

Component 3a: Communicating Clearly and Accurately				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	Paraeducator directions and procedures are confusing to students.	Paraeducator directions and procedures are unclear.	Paraeducator direction and procedures are clear to students	Paraeducator directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Paraeducator's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate.	Paraeducator's spoken language and written language are unclear and/or inconsistent. Vocabulary is limited or is not appropriate to students' ages or backgrounds.	Paraeducator's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Paraeducator's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Comments/Recommendations:	
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Component 3b: Provide Feedback to Students				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality: Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Positive reinforcement continually motivates and encourages students to take risks.

Comments/Recommendations:	
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Domain 4 Professional Responsibilities

Component 4a: Maintaining Accurate Records				
Element	Unsatisfactory	Basic	Proficient	Distinguished
Maintaining accurate records and submitting reports in a timely manner	Paraeducator's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Paraeducator's reports, records and documentation are generally accurate but are occasionally late.	Paraeducator's reports, records, and documentation are accurate and are submitted in a timely manner.	Paraeducator takes a leadership role and is capable of assisting colleagues in maintaining accurate records and completing reports in a timely manner.

Comments/Recommendations:	
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Domain 4 Professional Responsibilities**Component 4b: Showing Professionalism**

Element	Unsatisfactory	Basic	Proficient	Distinguished
Demonstrating integrity, professionalism, and confidentiality	Has not maintained confidentiality in more than one instance, and/or has made errors in judgment about how to show professional integrity on more than one occasion.	Has not maintained confidentiality in one instance and/or has made an error in judgment about how to show professional integrity.	Maintains confidentiality and demonstrates professionally-sound judgment.	Holds the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Complies fully with school and district regulations.
Displaying a positive work ethic	Has a pattern of failing to be punctual, absent without notification, or prepared to start work on multiple occasions.	Has had few instances of failing to be punctual, absent without notification, or prepared to start work	Consistently relied on to be punctual, present, and prepared to start work.	Displays the highest standards of punctuality, attendance, and preparation to start work.
Grow and Develop Professionally	Paraprofessional engages in no professional development activities and/or resists feedback on performance	Paraprofessional engages in professional activities to a limited extent	Paraprofessional engages in seeking out professional development opportunities, welcomes feedback on performances	Paraprofessional engages in seeking out opportunities for professional development. Paraeducator seeks out feedback and initiates activities to contribute to the profession.
Comments/Recommendations:				

Commendations:**Recommendations:****Paraeducator Comments:**_____
Paraeducator's Signature_____
Date_____
Evaluator's Signature_____
Date

Evaluator Consulted with: ____ Principal ____ Special Education Coordinator ____ Special Education Teacher ____ Classroom Teacher(s)

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